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- Governor Garrey Carruthers (New Mexico)

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Montana Journal of Health, Physical Education, Recreation and Dance

Winter 1990

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MONTANA JOURNAL
OF HEALTH,
PHYSICAL EDUCATION,
RECREATION AND
DANCE

MAHPERD

Winter 1990

Montana Association for Health, Physical Education, Recreation and Dance

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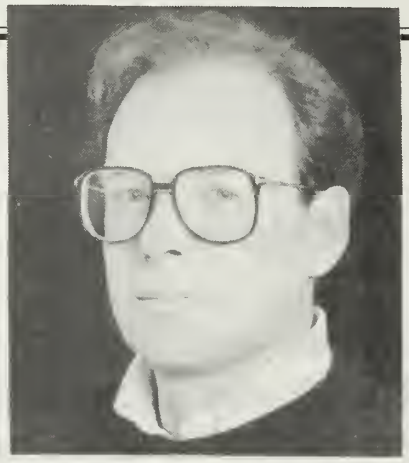
MAHPERD Business



From the Editor...

Putting together the *MAHPERD Journal* is no easy task. Therefore, I have recruited help by asking Stacia Graham to assume the duties and responsibilities of Assistant Editor. Stacia is currently the Secretary for the University of Montana's Adapted Physical Education program. She has assisted with the preparation of the past two journal publications and her clerical and organizational skills have proven to be invaluable. I look forward to working with Stacia as we attempt to enhance the quality and integrity of the *Montana Journal.* WELCOME ABOARD STACIA!

No matter how industrious we as editors might be, we still need your help. Become active participants in **your** journal. Since assuming the position of editor, membership response and participation have been minimal at best. Send us your comments, criticism, and ideas. Send us black and white photographs, book reviews, and manuscripts. Send us important news and information. The Journal will only be as good as its contents. Again, become an **active member** by supporting **your** journal.

What is an active member? Since our collective goal is to stimulate interest, increase knowledge, promote personal and professional awareness, and develop understandings relative to issues and concerns pertaining to "our" profession, an active member is one who **individually** is committed to and promotes the same goal. There are a number of ways of demonstrating whether or not you are an active member; I will suggest just three. The first, of course, is to contribute to and support your professional publication (are you tired of hearing this yet?). The second is to attend the annual MAHPERD Convention and **participate** in the membership business meeting. Some very important decisions are made each year at the tail-end of the convention which require your input and vote. Last October some important issues had to be put on the back burner because a quorum did not exist. As such, all motions could only be treated as advisory motions. An active member is one who cares about and is committed to future directions. Exercise your voice and influence the shape, direction, and purpose of MAHPERD. Attend the annual convention and plan to attend the business meeting.

Lastly, an active member is one who volunteers. Remember, MAHPERD is a voluntary association. What can I volunteer to do? Each member can volunteer to strengthen our organization by reaching out and encouraging other state health, physical education, recreation and dance professionals to become a part of our professional family. Each new member we bring into our family is a giant step toward widening our association circle enroute to spreading our influence in the state of Montana. Help widen our sphere of influence, encourage a colleague to join. As our membership grows you will be provided the opportunity to grow, to learn, to associate with others for a common purpose, to influence leaders, to build and strengthen our profession.

I challenge each member to become an active member by adopting a new member by the Fall Convention.

Clarence "Gene" Burns, Editor
Dept. of Health & Physical Education
University of Montana
Missoula, MT 59812

PRESIDENT'S MESSAGE

Membership in MAHPERD carries with it benefits and privileges. As in any organization, these cannot exist without a balance of responsibilities and commitment. Our task is to bring all MONTANANS to their full potential in Athletics, Health, Physical Education, Recreation, and Dance. This includes your students, clients, neighbors, and colleagues. Now is the time to take an active role in your professional development with the opportunities given through MAHPERD. It is your responsibility to support and educate other members of this association.

The process of "GETTING THERE" may be more significant than the final product.

Be a positive force in the work field, know your goals and give a strong, clear message of that in which you believe to the MAHPERD APPLIED STRATEGIC PLAN COMMITTEE.

Know and understand the Constitution and By-Laws. Realize the effects they have on the operation and future of MAHPERD. You will have opportunity to vote on changes and additions to the By-Laws at Camp on the Boulder.

Please submit articles and points of information to your journal editor. Provide your local school district newsletter and community newspaper with interesting stories that relate to the national scope of education. The public knows only what we tell them.

Initiate local and regional workshops and sharing seminars. Work with affiliate groups to a common goal.

Plan now to be at the 1990 MAHPERD Convention, October 18 and 19, to be held south of Big Timber at CAMP ON THE BOULDER.

THE SITE IS SPECTACULAR
THE FOOD WILL BE SCRUMPTIOUS
THE ACCOMMODATIONS ARE SATISFYING
THE SESSIONS WILL SATIATE
THE COST IS SENSIBLE

Roger DiBrito
MAHPERD President

SUPPORT _ ENCOURAGE
MAHPERD MEMBERSHIP

State Supervisor's Report

Spencer Sartorius

Renewed efforts in the areas of AIDS education and drug and alcohol prevention are having a dramatic impact on education, health care, and social services. This year the Office of Public Instruction was awarded two grants totaling $1.5 million.

The Montana AIDS Education Program, funded by the Centers for Disease Control, allows the Office of Public Instruction to provide a variety of services to school districts revolving around HIV/AIDS education and comprehensive health education. The MONTANA AIDS CURRICULUM PLANNING GUIDELINES and MONTANA HEALTH EDUCATION CURRICULUM PLANNING GUIDE are printed and available to schools. Laurie Volesky, AIDS Education Specialist, provides technical assistance in this area and can be reached at 444-3178. Future plans in the AIDS Education Program include printing a model policy for schools, specific lesson plans for classes, lesson plans for special education students, resources for units of higher education, and training workshops across the state this spring. Another staff member at the Office of Public Instruction has recently been hired to direct the AIDS Education Program; Rick Chiotti, who directed the Montana AIDS Project at the Department of Health and Environmental Sciences, started work at the OPI in mid-January. He brings a strong background in the areas of HIV/AIDS prevention, testing, and surveillance and will enhance the efforts of the Office. He will also be doing part-time work in the Drug-Free Schools program.

The Montana Drug-Free Schools and Communities program is funded by a grant from the U.S. Department of Education and provides Montana with almost $1.5 million this year. Of the $1.5 million, 30% goes to the Governor's office and 70% to the Office of Public Instruction. The 70% this year amounted to almost $1 million, of which 90% went directly to schools applying. This program helps local districts pay for prevention coordinators, staff training, teaching materials, students workshops and conferences. The remaining 10% has allowed the OPI to develop and print a variety of materials on substance abuse prevention available to schools. Materials include information on prevention curricula, model extra-curricular policy, evaluation and survey tools, information on smoking policy, and a suicide prevention information booklet.

Project Excellence was an effort by the Board of Public Education last school year to re-define the ACCREDITATION STANDARDS FOR MONTANA SCHOOLS. Part of the standards developed included "model learner outcomes" or program goals for each subject area. You should be aware of these standards and the learner outcomes as curriculum development at the local level must reflect these outcomes. The Office of Public Instruction will start to develop model curricula for schools over the next five years with Health Enhancement leading the way this year.

Montana has been selected this year by the Centers for Disease Control as one of 24 states to be included in the National Adolescent Health Survey. Sometime this winter or spring three Montana schools will be contacted to survey one class of students in Grades 9 through 12. These results will be tabulated with others from across the country to develop a national student health risk assessment.

You should be aware of a couple of upcoming events in Montana:

First, the Second Montana Conference on AIDS, March 22 to 23, 1990, at Montana State University in Bozeman. Sponsored by the Montana Department of Health and Environmental Sciences, Office of Public Instruction, Montana AHEC, Blue Cross Blue Shield, and Montana State University, it promises to be an excellent conference with national speakers providing the latest on a wide variety of issues dealing with AIDS. For more information, call Continuing Education for the Health Professional at MSU, (406) 994-4930.

The second is the 6th Annual Rocky Mountain Health Promotion Conference, commonly known as "ROCKY." The normal June date has been changed to August and should provide a real "shot in the arm" just before school starts next fall. The new dates are August 12 to 16 in Bozeman at Montana State University. A wide variety of wellness workshops will be presented designed to promote personal well-being, school work site wellness programs, and the school curriculum. REMEMBER, THE MAIN FOCUS OF ROCKY IS TO PROMOTE YOUR OWN WELLNESS AND THIS IS DESIGNED TO GIVE YOU THE TOOLS TO DO JUST THAT.

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- Outstanding Programs, Teachers, Coaches, Students
- People You Should Know
- Dance

. . . if not, now is an excellent time to do so.

MAHPERD Articles

THE NEW AMERICAN ENERGY CRISIS: EXPLORING THE CONNECTIONS BETWEEN BEHAVIORAL MEDICINE AND EXERCISE ADHERENCE

by Teresa L. MacPheat

Teresa received her Bachelor's degree in Radio/Television at the University of Montana in 1982; currently a second-year graduate student in Health & Fitness Program Management, she plans to draw on past experiences as a media professional to write and produce materials related to exercise adherence and stress management.

There is an energy crisis in America. Not a crisis of too few power plants or depleting oil reserves, but a crisis within ourselves. We are a nation of unfit, overweight hypertensives parked smugly in our La-Z-Boys, a cold lite beer in one hand and a Big Mac in the other. If ignorance is bliss, we appear more than willing to remain overweight, unaware, and ostensibly happy. "Eat, drink, and be merry," is our motto, "for tomorrow we may die." All too often, within the cold white confines of the nearest emergency room that is exactly what we do...long before our time. We have succumbed, it seems, to living the dark side of the American Dream, that part of the dream characterized by excess and repose; an addictive image as powerful as any drug and perhaps, in its own way, just as toxic.

The number of Americans living the "dark side" has risen steadily since the turn of the century, due largely to mechanization in the home and the workplace, allowing Americans increased leisure time. The way we spend our free time, however, is a significant factor in regard to untimely death and increased risk of a number of chronic diseases (Powell et al., 1986; Paffenbarger et al., 1986). According to research conducted by Stephens, Jacobs and White (1985), "...40% of Americans do not exercise during leisure time, another 40% are active at levels probably too low and infrequent for fitness and health gains, while just 20% exercise regularly enough to meet current guidelines." In addition, of those who begin an exercise program at any given time, roughly half will drop out within a year (Dishman, 1988), and exercise levels in all age groups are still far short of the goals set by the U.S. Public Health Service for 1990.

Exercise has been promoted as a panacea for everything from nervous tension to cardiopulmonary disease. Exercise is hawked to us via the media much as snake oil was to our grandfathers by the traveling medicine shows...an easy cure for our everyday ills, if only one can swallow the stuff. Americans need to quit chasing the dark side of the American Dream, to denounce their sedentary lifestyles. Getting Americans to do so is one of the major challenges facing today's health care professionals.

The task, however, is not hopeless. Although exercise adherence research is still in its early stages and much remains to be done, several concepts borrowed from behavioral psychology appear to influence activity adherence.

Reinforcement, along with increasing cues for the desired behavior and decreasing cues for competing behavior, for example, is generally linked to the acquisition of new habits. Such may well be the case for exercise as well. In the matter of reinforcement, Knapp (1988) postulates that positive rather than negative reinforcers are most likely to be favorably received. She further suggests that positive reinforcers as simple as goal-setting and self-monitoring may pave the way to

exercise adherence by providing the new exerciser with a sense of competency and self-efficacy, provided that goals are realistic and specific.

A recent study specifically related to behavior modification and exercise compared Bandura's social cognitive theory with Fishbein and Ajzen's theory of reasoned action to determine if the two theories might produce combined effects on exercise adherence (Dzewaltowski, 1989). Combining the two into a third model proved no more effective than simply using social cognitive theory to predict adherence. One interesting note is that self-evaluated dissatisfaction had a significant additive effect to that of self-efficacy. It was hypothesized that those who considered themselves dissatisfied with their progress would have greater tendency to adhere, possibly in an attempt to meet their exercise goals, but it was found that the subjects reporting the greatest sense of satisfaction exercised more often. Since Dzewaltowski found self-efficacy to be the strongest of the three social cognitive constructs examined (self-efficacy, outcome expectations, and self-evaluated dissatisfaction) in predicting adherence, this is perhaps not surprising. Those reporting greatest satisfaction might well have developed a greater sense of competency at exercise tasks. It may also be that, as Dzewaltowski himself noted, most of the students participating were either not involved in an exercise program at the start of this study or were simply continuing an ongoing program, and that those who were continuing may already have achieved satisfaction and were, therefore, more likely to report satisfaction and adherence.

These ideas may receive some support from an Australian study involving a self-administered "mail order" fitness course. Owen, Lee, Naccarella, and Haag (1987) divided their original four groups (those receiving the program in one mailing, those receiving it in several separate mailings, those who had expressed interest but failed to participate, and those participating in a 12-week aerobic conditioning class) into a new set of groups by their reports of adoption. They found that those who failed to adopt a program reported the lowest levels of self-efficacy, while recidivists (those who were still in the program at its conclusion but who failed to maintain at the 10-month follow-up), late adopters (those who did not meet the criterion of three sessions per week for a total of at least 45 minutes per week but who met criteria at the 10-month follow-up), and maintainers all reported similar self-efficacy levels.

Cognitive strategies such as relapse prevention have also been linked to adherence. Rush (1980) advises having participants identify roadblocks that might prevent or reduce adherence, then outline detailed steps for preventing such lapses. Although the example Rush provides deals with adherence to a medication schedule, similar procedures may be beneficial for exercise as well, especially for those just starting a program. Indeed, planning for the inevitable lapse may be one of the most important steps in developing and maintaining an effective exercise program.

Finally, social support appears to be a significant factor to adherence, perhaps acting as a reinforcing agent. Family support has been linked to compliance with other programs, such as those treating obesity and substance abuse, and, according to Andrew et al. (1981), cardiac patients who did not have spousal support dropped out of exercise programs 3 times more often than those having support.

Unfortunately, even though much of this appears to be good news, adherence rates remain far lower than is desirable. In the Australian study noted above, only 35-39% of the participants had successfully maintained an aerobic exercise program at the 10-month follow-up. The authors of that study make several suggestions that may aid in developing adherence, including flexible goal-setting, occasional checks during the follow-up period to identify those who might be experiencing difficulties, and development of intervention strategies to prevent dropout. Indeed, some individualization of programs, even those designed to be mass-marketed, may be necessary in order to facilitate compliance. As Nygaard and Boone (1989) have noted,

"The attrition rate for physical fitness programs is quite high. Perhaps a part of the cause of this is that so many new participants are forced to meet someone else's goals for them in the fitness program. Let's look more at individual needs, and then plan instruction accordingly....The interest of the participants is a prerequisite to long-term learning and performance, and whether or not the interests of the participants are being met will either promote or discourage this interest" (p. 170).

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The Resource

SUPPORT YOUR JOURNAL

RECRUITMENT OF THE HIGH SCHOOL ATHLETE

by Mike Church

Mike is an Assistant Professor in Physical Education and Assistant Basketball Coach at Eastern Illinois University. Mike is pursuing his doctorate in Physical Education and is past district president for the Indiana Association of Health, Physical Education, Recreation and Dance.

The recruitment of high school athletes for college sports is becoming a critical aspect for high school coaches to learn. The entire process can and should be positive and beneficial to all concerned. However, the key is organization and planning.

One of the responsibilities of a high school coach is to help students decide which college or university to attend. The coach's role should be one of advisement since the athlete has the responsibility for making the final decision. If a coach can help student athletes receive an athletic scholarship, then he/she has fulfilled much more than a teaching/ coaching obligation to the person involved; he/she has created an avenue for academic advancement and personal enrichment. Moreover, every scholarship awarded adds to the status ,integrity, and credibility of both the coach and the program.

Frequently, there are circumstances where coaches need to promote their athletes to gain attention from college coaches. At the same time, college coaches may seek the athletes out and initiate the recruiting process. In both cases, coaches must be actively involved, but there is a fine line of demarcation that must be drawn to prevent coaches from being drawn into questionable practices. There are a number of ways the coach can enable recruitment.

First of all, coaches should anticipate and identify prospective athletes with possible college potential. It is important to be precise and accurate in the analysis of their players' skills.

Next, the coach should develop an introductory letter to begin correspondence with collegiate coaches. Within this letter the coach can offer a copy of a video tape or offer to set up a meeting with the college coach and the athlete and his parents. The coach may also want to suggest that the college coach might want to set up a high school visit to watch a practice or an athletic contest. It is also suggested that the introductory letter provide the perfect opportunity to lay the ground rules for contact with the athlete. For example, the letter could specify whether all correspondence should be directed through the high school coach or directly to the athlete. This decision should be made by the coach, the athlete, and his family before the introductory letter is sent.

Finally, organize a file on each of the athletes which contains copies of all correspondence that is sent out. Also in the file put copies of correspondence that is received from college recruiters. This file will prove very valuable when the time comes for the athlete to make a decision.

Once an athlete has been contacted, an area of concern is the number of schools an athlete may visit. According to NCAA rules, "an athlete may only make five official visits" (Article 13.6.1.2, p. 42). In other words, the university will pay all expenses for five visits; however, if athletes choose to visit on their own, which means they pay their own way, then they can make as many visits as they wish.

A second area of concern is deciding which colleges to visit and, ultimately, which college to attend. There are four major considerations when choosing a college or university to visit or attend: the financial situation, the academic status, the skill level of the athlete, and the social atmosphere of the college or university.

Although the financial aspect may appear simple, it is important to ask the recruiter several key questions about the possible scholarship. For example, what expenses are not included in the scholarship - books ,fees, tuition, room and board? It is imperative that there are no misunderstandings. Several other considerations are: Are summer school expenses included in the scholarship? Will

the college coach find the athlete summer employment if needed? If the athlete is not able to graduate in four years, is there a possibility of receiving financial aid for a fifth year? What is the status of the scholarship if an athlete is injured during or outside of competition and cannot compete? It might be beneficial to ask if scholarships have been removed in the past and why. What type of placement service is available to students upon graduation? Are alumni willing to help locate employment?

The second consideration is the academic status of the school. What percentage of their athletes graduate in four years? What percentage of athletes in the particular sport graduate in four years? For example, a recent study conducted by the University of Michigan concluded that their student athletes graduate at a rate 10% higher than that of Michigan non-student athletes (Walter et al., 1987). This may be a good indication of the dedication of the collegiate coach in the academic area. Also, are tutors available for special help and is there a cost? How often will the athlete miss academic classes because of travel? Will a degree from this institution give any advantages when applying for jobs? In other words, does this institution offer a quality program in the field of the athlete's interest? Also, will the athlete be strongly advised to take certain unnecessary courses in order to guarantee eligibility?

The third consideration in choosing a college to attend for athletic purposes may well be the most difficult decision: to what skill level is the athlete best suited, Division I, Division II or Division III? One point to consider is how many other athletes are being recruited at the same position. Does the athlete's skill, physique, and personality complement the style of competition? Will the athlete be able to play the sport or "sit the bench" for the first two or three years? If it is the latter, the athlete may choose to go to a lower division to ensure more playing time. Another key point to consider is the personality of the coach(es). Is the coach a good role model, likeable, someone for whom the athlete is willing to work?

Another consideration is housing. Will the athletes be housed together or are they free to choose their own housing? Also, how close to home is the college or is that a factor? This is particularly important if the athlete plans to go home frequently.

The final consideration is the social atmosphere of the college and community. Can the athlete survive socially in the community? Size of the college and community should be considered. Another important consideration is the compare the ethnic background of the athlete and the environment where the athlete is to attend college?

The 1977 film, "One on One," shows a young, raw basketball recruit from a pleasant small town being humiliated and exploited at a big "basketball-factory-university." While the sadistic Coach Spradlis is more caricature than a real-life figure, the stresses and strains on the gifted athlete are essentially the basic "bread and butter" issues that have been addressed in this paper.

Unquestionably, probing questions must be asked prior to choosing a college or university. As mentioned earlier, anticipation, planning, organization, communication, and effective dialogue between coach and the athlete and his parents are essential. James Michener, the grand old man of American fiction, commented over a decade ago on "the hideous farce that now operates when colleges recruit in high schools" (p. 145). The basic guidelines articulated in this short paper will go a long way to ensuring good sense and fair practice in the contemporary coaching/ recruiting arena.

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NEWS/DATE/ANNOUNCEMENTS

Student Health Addressed at Bush's Education Summit with Governors

"If the federal government is going to play a larger role, the first thing it should do is give us a healthy student...If you can give us a 5-year-old who is healthy and alert, we can teach him."

-Gov. Garrey Carruthers
Charlottesville, VA
September 27, 1989

At the July meeting of the National Governors' Association, President George Bush invited the nation's governors to join him at an Education Summit to discuss the improvement of education in the United States. The Summit was set for September 27 and 28 at the University of Virginia campus in Charlottesville.

A survey of the state association presidents revealed that, in the days prior to the Summit, the nation's governors were flooded with letters, phone calls, and face-to-face visits from AAHPERD members.

The message was sent out that WE HAVE SOLUTIONS.

Quality health education, physical education, and recreation programs promote **healthier lifestyles**, stimulating the interest in life and learning that is key to achieving a quality education.

AAHPERD must continue the campaign to enlighten governors and the Bush Administration about the importance of student health in improving educational performance. Programs that teach healthy lifestyle behaviors need support as a key component of a quality school curriculum.

Many of the AAHPERD state associations already have ambitious legislative and public affairs agendas. Nonetheless, it is **imperative** at this time that attention be given to the education policies now being formulated at the state and national levels in follow-up to the Education Summit. **Please develop a plan of action in your states and district to address these issues.**

For more information on AAHPERD's post-Summit strategy, please contact Cynthia Kelly at (703) 476-3425.

How Can Students Get Job Experience?

The NAGWS Internship program is a perfect way for students to gain much-needed experience in the sports management field.

Working the National Office allows students to assist in coordinating national events such as conferences and the AAHPERD Convention, learn how NAGWS interrelates with the other Alliance associations, help plan newsletters and promotional material, gain valuable computer skills, and much more!

An NAGWS internship will provide students with insight into the Sports field and will ultimately give you a better understanding of and commitment to quality sports experiences.

To obtain an application for NAGWS Internships, please contact NAGWS, 1900 Association Drive, Reston, VA 22091 or call (703) 475-3450. **Deadline for Spring 1990: March 1, 1990.**

Support Your Journal!

No person was ever honored for what he received. Honor has been the reward for what he gave.

Calvin Coolidge

KAHLICH APPOINTED EXECUTIVE DIRECTOR OF NATIONAL DANCE ASSOCIATION

Luke Kahlich, Director of Dance from Kansas State University, has been appointed as the new executive director for the National Dance Association (NDA).

Kahlich's background with various organizations (professional, civic, and educational) has enabled him to create works for high schools, civic ballets, universities, parks programs, professional theatres, and independent concerts. His wealth of past experience gives him the perspective of a performer, choreographer, teacher, technical designer, and administrator which will greatly benefit NDA.

He began his duties as Executive Director December 18, 1989, at which time Dr. Margie Hanson, part-time NDA executive director for 17 years became full-time Consultant for the Children's Program in the Alliance.

NDA is one of six national associations that make up the American Alliance for Health, Physical Education, Recreation and Dance.

What are YOU doing to promote
NATIONAL PHYSICAL EDUCATION
AND SPORTS WEEK MAY 1-7?

Project Reach ARC Applications Sought

The Project Reach Area Resource Pilot Centers are underway at two sites. The purpose of the pilot centers is to provide Alliance information to educators in selected areas. If the pilot center concept proves feasible, others may be established around the country.

The Area Resource Pilot Committee is under the direction of Norman Gilchrest. Pam Luna-Raffy, Riverside County Office of Education (Riverside, CA) and John Billing, University of North Carolina at Chapel Hill, are the pilot site coordinators and both are members of the committee.

Any professional AAHPERD member interested in becoming a pilot site coordinator should complete the accompanying application form and return it to Mark Pankau, 1900 Association Drive, Reston, VA 22091, (703) 476-3429.

AAHPERD Project Reach Resource Center Site Coordinator Application Form

A. Name _____ Title _____
Agency _____
Mailing Address _____
_____
_____
Telephone Home: ( ) _____ Work: ( ) _____

B. Active or Retired AAHPERD Member No. _____

C. A one-page (front and back) resume is required of each applicant.

Please use additional paper to respond to items D. through H.

D. Describe your agency and its contact with professional activities in the fields of Health, Physical Education, Recreation and Dance.
E. List the AAHPERD and State Association professional activities in which you participated and/or offices you held during the past five years (conferences, workshops, clinics, inservice, etc.).
F. Briefly describe where your AAHPERD Resource Center would be located and state why this site is desirable for exposure of AAHPERD materials.
G. What strategies would your agency use to maximize exposure of AAHPERD materials to professionals in your geographical location?
H. Briefly comment on why you would like to serve as an AAHPERD Resource Center Site Coordinator. What is the source of your motivation for choosing to take on this added professional responsibility?
I. Do you have facilities for review media? _____Yes _____No
Do you have computers for reviewing software? _____Yes _____No
Do you have facilities for reviewing print materials? _____Yes _____No

Please identify a supervising administrator who can be reached for a professional reference:

Name _____ Title _____
Agency _____
Mailing Address _____
Work Telephone: ( ) _____

Facts to help promote local programs

WHY CHILDREN NEED PHYSICAL EDUCATION

OVERALL HEALTH BENEFITS

Physical Education provides a number of important benefits that improve children's overall physical and mental health.

PHYSICAL BENEFITS

A daily physical education program helps children physically. Here are some of the things a quality program does for them.

• *Reduces the risk of heart disease.* Physical education can counteract the four major risk factors of coronary heart disease: obesity, inactivity, high blood pressure, and high cholesterol levels.

• *Improves physical fitness.* A good program improves children's muscular strength, flexibility, muscular endurance, body composition (fat-to-muscle ratio) and cardiovascular endurance.

• *Makes bones stronger.* Regular physical activity improves posture and increases bone density to create stronger bones and may help reduce the risk of osteoporosis.

• *Aids in weight regulation.* A good program can help children regulate their weight by burning calories, toning their bodies, and improving their overall body composition.

• *Promotes healthy, active lifestyles.* Physical education develops motor skills and sports skills to promote health and fitness throughout life.

MENTAL BENEFITS

A daily physical education program helps children mentally. Here are some of the things a quality program does for them.

• *Improves academic performance.* Studies have shown that when IQs are the same, children who have daily physical education classes tend to get higher grades than children who don't.

• *Increases interest in learning.* Regular physical activity makes children more alert and more receptive to learning new things.

• *Improves judgement.* Physical education gives children practice in moral reasoning and problem solving. They learn to accept responsibility for their classmates' safety, assume leadership in team decisions, accept moral responsibility for actions towards their teammates, and develop a sense of fair play.

• *Promotes self discipline.* A good program teaches children they are responsible for their own health and fitness. They learn to take control of their lives.

• *Encourages goal setting.* Physical education gives children the time and encouragement they need to set and strive for personal, achievable goals.

PSYCHOLOGICAL AND SOCIAL BENEFITS

A daily physical education program helps children psychologically and socially. Here are some of the things a quality program does for them.

• *Improves self-confidence and self-esteem.* Physical education instills a stronger sense of self-worth in children. They become more confident, assertive, emotionally stable, independent, and self-controlled.

• *Provides an outlet for stress.* Physical activity becomes an outlet for releasing tension and anxiety, instead of acting out delinquent behavior.

• *Strengthens their peer relationships.* Physical education can be a major force in helping children socialize with others more successfully. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of fitting in. Children learn the basic skills they'll need in physical education which makes new skills easier to learn.

• *Reduces the risk of depression.* A good program makes children less prone to depression and generally more optimistic about their lives.

• *Promotes healthier lifestyles.* Physical education helps children make a habit of an active lifestyle. They learn lifelong concern for their personal health which makes them more productive adults.

Taken from the Fit to Achieve packet. Contact your state PEPI Coordinator for more information on this and other materials that are available. Reprinted from NASPE's PEPI-gram.

Shape the Future

Mark your calendar for the
MAHPERD Annual Convention
"Supporting Each Other"

October 18 to 20, 1990
at
Camp on the Boulder, Big Timber, MT

Watch for the convention information and program brochure to be mailed prior to the convention.

National Association for Sport & Physical Education

An Association of the American Alliance for Health, Physical Education, Recreation and Dance

National Physical Education and Sport Week

The National PEPI Commission reminds all members that May is Physical Education and Sport Month. Plan now to make May an especially exciting month of promoting active lifestyles and positive sport experiences for people of all ages. May 1 through 7 is the kick-off, National Sport and Physical Education Week. The theme for this year is "It's Fun To Be Fit." Ideas for schools to consider when planning observances include:

- All school fitness activities
- Special family activity events
- Open house in physical education
- Special assemblies

...let your creative juices flow! This is a good time to do promotions and show off your program. Let parents know what physical education is providing for children and advertise your contributions to quality education. Spread the word..."Quality Daily Physical Education Helps Children Become Fit to Achieve!"

- Have local political figures and elected officials participate in fitness testing or other activities recognizing sport and physical education.
- Make awards for people who have demonstrated support of quality physical education and sport programs
- Hold recognition ceremonies during this week and month for special award recipients and students

Contact your State PEPI Coordinator to share other ideas and get more suggestions. PEPI members will receive information and materials from NASPE. Do you know who your District and State PEPI coordinators are?

SOUTHERN
Charlene Thomas
(601) 638-9070

EASTERN
Paula Scraba
(203) 963-7755

CENTRAL
Verneda Edwards
(913) 782-8877

MIDWEST
Joanne Plangger
(616) 439-0984

NORTHWEST
Dan Mielke
(503) 963-1399

SOUTHWEST
Jimi Collons
(916) 633-2815

NATIONAL PHYSICAL EDUCATION AND SPORT WEEK
MAY 1-7, 1990

As part of National Physical Education and Sport Month

Just as mathematics, science, and reading are an essential part of education, so, too, is physical education. There is no more basic requirement for a healthy and happy life than activity.

UNIVERSITY OF MONTANA

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Undergraduate Study in:	Graduate Study in:
Athletic Training	Sport Studies
Health and Fitness Specialist	Sport Sciences
Health	Sports Administration
Sport Studies	Health and Fitness Program Management
Sport Sciences	Physical Education-Handicapped
Teaching	Master of Science in Teaching

Graduate Assistantships are available. Teaching Assistantships carry stipends plus remission of most fees. The University also supports a variety of research assistantships, fellowships, traineeships, scholarships, and loan packages. For information contact:

Chair
Department of Health and
Physical Education
University of Montana
Missoula, MT 59812

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MONTANA STATE UNIVERSITY

BOZEMAN, MONTANA

GRADUATE AND UNDERGRADUATE PROGRAMS IN HEALTH AND HUMAN DEVELOPMENT

Undergraduate Options

Biomechanics
Exercise Science
Pedagogy
Sports Medicine
Leisure Management
Sport Management
Community Health
Foods & Nutrition

Graduate Options

Exercise Sciences
Pedagogy/Coaching
Sports Management

Summer 1990 Offerings

HDPE 480 Contemporary Issues in Coaching - Dr. C. Stewart
HDPE 480 Health/Fitness Instructor Preparation - Dr. R. Schwarzkopf
HDHL 230 Drugs, Alcohol & Tobacco - Dr. W. Serdahely
HHD 145 Fly Casting - Dr. G. Evans
HHD 145 Fly Casting Workshop - Dr. G. Evans

MONTANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

MEMBERSHIP APPLICATION FORM

Mr.(1)
Ms. (2)_____ Phone ( ) _____ Date __/__/__
(Print) Last First MI

Home Address _____
Street City State Zip Code

Business Address _____
School or Agency City State Zip Code

Type of Membership (Check One)

Professional ____ (1) $15
Student ____ (2) $5
Retired ____ (3) No Cost

Previous MAHPERD Member:
____ Yes ____ No

AAHPERD Member:
____ Yes ____ No

Professional Employment/ Involvement

Elementary ___ (1)
Secondary ___ (2)
College ___ (3)
Government ___ (4)
Administration ___ (5)
Health Club ___ (6)
Corporate/ Agency Fitness ___ (7)
Recreation ___ (8)
Student ___ (9)

Main Areas of Interest

Elementary ___ (1)
Secondary ___ (2)
College ___ (3)
Adapted ___ (4)
Fitness ___ (5)
Health Education ___ (6)
Girls/Womens Ath ___ (7)
Boys/Mens Ath ___ (8)
Intramurals ___ (9)
Recreation ___ (10)
Dance ___ (11)

☐ Check here if you ran a JRFH event last year.

Make Checks Payable to: MAHPERD

Membership year: October 1 through September 30

Mail to: Scott Richter, Treasurer
1615 Sherwood
Missoula, MT 59801

Share your ideas in the next issue!

NATIONAL PHYSICAL EDUCATION AND SPORT WEEK

MAY 1-7

As Part of National Physical Fitness and Sport Month

pepi
Physical Education Public Information

Just as mathematics, science and reading are an essential part of education, so, too, is physical education. There is no more basic requirement for a healthy and happy life than activitiy.

The National Association for Sport and Physical Education
1900 Association Drive • Reston, VA 22091

JOIN THE AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

Yes, I want to join the **American Alliance.**

Name (Mr.)(Ms.) _____

Address _____

City _____

State _____ Zip _____

Home telephone ( ) _____

Office telephone ( ) _____

I wish to obtain the following periodicals:

☑ Update (an automatic benefit of membership)
☐ Journal of Physical Education, Recreation and Dance
☐ Health Education
☐ Research Quarterly for Exercise and Sport

I select membership in the following association(s) of the American Alliance: (Circle two boxes, indicating your first and second choices. You may select one association twice. Each association receives a portion of your dues.)

[1] [2] American Association for Leisure and Recreation (AALR)
[1] [2] National Dance Association (NDA)
[1] [2] Association for the Advancement of Health Education (AAHE)
[1] [2] Association of Research, Administration, Professional Councils and Societies (ARAPCS)
[1] [2] National Association for Girls and Women in Sport NAGWS)
[1] [2] National Association for Sport and Physical Education (NASPE)

My highest education level is:

☐ Undergraduate Studies (US)
☐ Bachelors Degree
☐ Masters Degree (MD)
☐ Doctorate Degree
☐ Post-Doctorate Study (PS)
☐ Other (OT)_____

I select the following membership option, based on my status in the profession and my choice of periodicals. (Student rates apply to only full time students.)

Update plus:	Professional	Graduate Student	Undergrad. Student
Any one periodical*	☐ $42	☐ $25	☐ $22
Any two periodicals*	☐ $62	☐ $45	☐ $42
Any three periodicals*	☐ $82	☐ $65	☐ $62

The Journal of Physical Education, Recreation and Dance is published nine times a year — January, February, March, April, May/June, August, September, October, and November/December. Please allow 4-6 weeks for first delivery.

*Add $5 for each periodical mailed outside the U.S. or Canada (except Update).

I work primarily in this employment area:

☐ Elementary (1)
☐ Secondary (2)
☐ Community/Junior College (3)
☐ College/University (4)
☐ Agency (5)
☐ Business/Industry (6)
☐ Hospital/Clinic (7)
☐ Recreations/Parks (8)
☐ Other (9) _____
_____

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CAN PHYSICAL EDUCATION HELP IMPROVE YOUR CHILD'S LEARNING?

pepe

Physical Education Public Information
American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091

You bet it can! Many young children have been wrongly categorized as "slow learners" because of perceptual motor lags which could be detected and corrected by an experienced physical education specialist. But to do the job, P.E. specialists need to be in our elementary schools with individualized instruction for young children in muscle coordination and body control . . . *in movement education.*

A Successful Teacher Shapes the Future

You Can Be That Teacher with Educational Materials From The Recognized Leader In Fitness

The American Alliance for Health,
Physical Education, Recreation, and Dance

Comprehensive Guide

An indepth text to guide you in developing a successful health fitness curriculum.

- Emphasis on fitness assessment and education
- Tools to involve the teacher, student, and family in learning fitness concepts and related activities to live healthier lives.
- Information on health fitness related test and program components: Aerobic endurance, Muscular strength and endurance, Flexibility, and Body composition.
- Resources to motivate students using goal setting and recognition of participation and accomplishments

0-88314-414-X
Cost: $6.95

Educational Kit

A teaching package designed to help teachers shape their students' future.

- **Program guidelines and appraisal**
- **Reproducible samples:**
  - Welcome letter to parents
  - Student and class record cards
  - Report card and activity log
  - Teaching ideas on sturdy 3x5 cards include fitness concepts with supporting activities to enhance students' physical fitness and health
- **The Physical Best Mini-Manual**
- **Guidelines for the recognition system**

K-6 246-28570
6-12 246-28576
Cost: $27.95

Save 10%

Order the Physical Best Package—

- ***Educational Kit***
- ***Comprehensive Guide***
- ***Computer Software***

For only $62.95
you can teach with the materials from the recognized leader in fitness education!

K-6 0-88314-416-6 IBM
6-12 0-88314-417-4 IBM
K-6 0-88314-419-0 Apple
6-12 0-88314-420-4 Apple

Physical Best is a physical fitness education and assessment program designed by educators for educators.

Computer Software

The Physical Best Computer Software used with the fitness testing program will generate:

- **Individual student reports**
- **Class composites**
- **Recommended activities**
- **Student progress toward goals**
- **Tracking system for recognition**

Easy to use. Runs on 64K Apple II, IIe, III, and 256K IBM PC, XT, and AT. Use our **toll-free help line** for technical assistance Monday-Friday, 8am-5pm Central Standard Time.

Demonstration disk available while supplies last. *Send $1.50 to cover postage and handling to:*
AAHPERD Demo Disk
1900 Association Drive
Reston, VA 22091

0-88314-415-8 IBM
0-88314-418-2 Apple
Cost: $34.95

Recognition Program

Fitness Activity Award–designed to reward participation and effort.

Fitness Goals Award–designed to reward effort and achievement of individual goals.

Health Fitness Award–designed to reward effort and achievement in reaching a healthful fitness standard.

Cost: $1.25 each
NOTE: Order badges by grade level (K-12)
(See order form)

Fitness Order Form

DESCRIPTION		UNIT PRICE	QTY.	AMOUNT DUE
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Comprehensive Guide	0-88314-414-X	$6.95		
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Computer Software - Apple	0-88314-418-2	$34.95		
Educational Kit #1 (K-6)	246-28570	$27.95		
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Ed. Pkg. (Kit, Guide, Soft.) (K-6) - IBM	0-88314-416-6	$62.95		
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Fat Control Caliper	242-27206	$10.00		
Skinfold Video	242-28332	$29.95		
AWARDS				
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Fitness Goals Badge - Grade 9	246-28538	$1.25		
Fitness Goals Badge - Grade 10	246-28540	$1.25		
Fitness Goals Badge - Grade 11	246-28542	$1.25		
Fitness Goals Badge - Grade 12	246-28544	$1.25		
Health Fitness Badge - Grade K	246-28545	$1.25		
Health Fitness Badge - Grade 1	246-28546	$1.25		
Health Fitness Badge - Grade 2	246-28548	$1.25		
Health Fitness Badge - Grade 3	246-28550	$1.25		
Health Fitness Badge - Grade 4	246-28552	$1.25		
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			SHIPPING/HANDLING	
			VA add 4.5%, MD add 5% **TAX**	
			TOTAL	

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To place your order by phone, call (703) 476-3481 or 476-3400. Institutional purchase order or Visa/MasterCard required for phone orders. ($10.00 minimum). Shipping and handling charges will be billed

MAIL ORDERS:
All orders must be accompanied by payment or official purchase order. ($10.00 minimum). Shipping and handling charges will be billed.

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(Note: Foreign orders must be prepaid & in U.S. currency.)
Include shipping and handling charges with your payment.
Please check appropriate box:

☐ Check or money order enclosed
☐ Charge ($10.00 minimum) ☐ Visa ☐ MasterCard

Print card number clearly
(Visa is 13 or 16 numbers; MasterCard is 16 numbers.)

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Strategies is a new publication for **Physical and Sport Educators.** Jointly sponsored by the National Association for Girls and Women in Sport and the National Association for Sport and Physical Education, *Strategies* readers include teachers, coaches, administrators, athletic directors, and others in the field.

Strategies uses a problem-solving approach: emphasis is placed on **applying** research to daily practice. Judith Cole, a professor at the University of Mississippi, said of a recent issue, "I found something in every article that I was able to put to use -- some in my own teaching, some with student teachers, and some of the information I passed along to an athletic coach who was able to use it also."

Strategies encourages **collaboration** between professionals in the field and university-based educators. Articles bring expert knowledge and information to professional problems in ways that enable readers to apply them to their own situations.

Now in its second year of publication, *Strategies* is receiving **rave reviews** from Alliance readers. NASPE Past President Chick Hungerford states: "The tremendous response to the first few issues tells us that we have succeeded in providing physical and sport educators with a meaningful, exciting journal that they can call their own."

Subscribe Today!
Six issues per year for only $10

Fill out the order form below and give yourself the *Strategies* advantage now!

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GUIDELINES
for Contributing Authors
to the
Montana Journal of Health, Physical Education, Recreation and Dance

GUIDELINES FOR PREPARATION OF MANUSCRIPTS

The *Montana Journal* is published each February and September by the Montana Association of Health, Physical Education, Recreation and Dance. Manuscripts should be sent to: Gene Burns, Editor *Montana Journal*, Department of Health and Physical Education, University of Montana, Missoula MT 59812. The title of the manuscript, the authors' names and affiliation, mailing address of primary author, and a brief biographical sketch of each author should appear on a cover title page.

MANUSCRIPT

Manuscripts must be typed on $8^1/_2$" by 11" white 25% bond paper and submitted in triplicate. Authors should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association*, 3rd ed., (APA). Copies of this manual are found in most college and university libraries. Recommended length for manuscripts is 5-8 typed pages. However, one- or two-page manuscripts about such things as teaching or coaching points would be very appropriate, especially if a diagram or drawing were included. Manuscripts must be double-spaced including all block quotations, field notes, references, and tables. Tables, figures, and graphs must be clearly labeled and included on separate pages.

Deadline Dates for Submitting Material to the Journal

News/Dates/Announcements/Manuscripts

February Issue	January 15
September Issue	August 15

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